

BERKELEY MIDDLE

320 North Live Oak Drive
Moncks Corner, SC 29461

GRADES 6-8 Middle School

ENROLLMENT 1,276 Students

PRINCIPAL Dr. Susan G. Gehlmann 843-899-8840

SUPERINTENDENT Dr. J. Chester Floyd 843-899-8600

BOARD CHAIR Harriett Dangerfield 843-871-3409

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	28	17	1

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Average	N/A
2003	Average	Below Average	No
2004	Average	Below Average	No

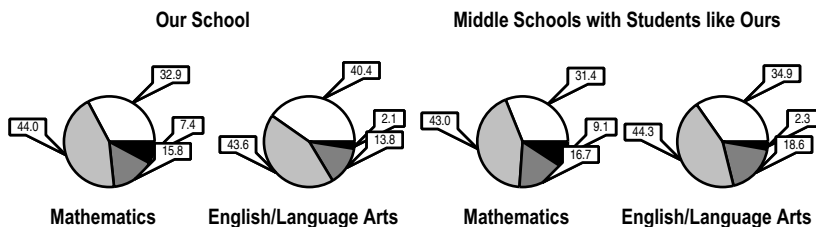
DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

93.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	1,204	99.8	40.3	43.4	14.2	2.1	24.8	Yes	Yes
Gender									
Male	637	99.8	46.0	41.1	12.0	1.0	19.9		
Female	567	99.8	34.1	45.9	16.7	3.4	30.3		
Racial/Ethnic Group									
White	718	100.0	32.9	46.6	17.3	3.1	31.1	Yes	Yes
African-American	456	99.6	50.5	38.9	10.0	0.7	16.2	No	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	77.3	22.7	0.0	0.0	0.0	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	978	99.8	33.5	47.7	16.2	2.6	28.4		
Disabled	226	100.0	70.7	24.0	5.3	0.0	9.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,204	99.8	40.3	43.4	14.2	2.1	24.8		
English Proficiency									
Limited English Proficient	21	100.0	84.2	15.8	0.0	0.0	5.3	I/S	I/S
Non-Limited English Proficient	1,183	99.8	39.6	43.8	14.4	2.2	25.2		
Socio-Economic Status									
Subsidized meals	712	99.7	48.6	40.7	9.5	1.2	16.5	No	Yes
Full-pay meals	492	100.0	28.7	47.1	20.8	3.4	36.6		

Mathematics - State Performance Objective = 15.5%									
All Students	1,206	99.8	33.0	43.8	15.6	7.7	35.1	Yes	Yes
Gender									
Male	639	99.8	32.8	45.9	14.9	6.4	33.3		
Female	567	99.8	33.1	41.4	16.3	9.2	37.1		
Racial/Ethnic Group									
White	720	99.9	24.6	45.8	18.6	11.0	43.7	Yes	Yes
African American	456	99.8	44.6	41.3	11.5	2.5	22.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	23	100.0	59.1	36.4	4.5	0.0	18.2	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	978	99.8	26.0	46.3	18.8	9.0	41.6		
Disabled	228	100.0	63.8	32.9	1.4	1.9	6.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	1,206	99.8	33.0	43.8	15.6	7.7	35.1		
English Proficiency									
Limited English Proficient	21	100.0	68.4	26.3	0.0	5.3	15.8	I/S	I/S
Non-Limited English Proficient	1,185	99.8	32.4	44.1	15.8	7.7	35.4		
Socio-Economic Status									
Subsidized meals	713	99.7	41.2	42.8	12.4	3.6	26.8	Yes	Yes
Full-pay meals	493	100.0	21.4	45.1	20.1	13.5	46.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	424	99.5	48.5	32.7	13.7	5.2	18.8
	Grade 7	375	98.9	38.2	46.0	14.9	0.9	15.8
	Grade 8	406	99.5	43.2	44.3	11.5	1.1	12.5
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	425	100.0	46.1	38.5	13.4	2.0	15.4
	Grade 7	369	99.7	36.9	44.2	16.1	2.8	18.9
	Grade 8	418	99.8	36.8	50.6	11.1	1.5	12.6

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	424	100.0	32.6	40.1	18.8	8.5	27.2
	Grade 7	375	100.0	32.9	46.6	13.1	7.4	20.6
	Grade 8	406	100.0	31.0	52.3	12.2	4.5	16.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	425	99.8	31.3	39.4	21.3	8.1	29.3
	Grade 7	369	100.0	26.9	47.1	16.9	9.1	26.0
	Grade 8	418	99.8	40.4	47.4	7.5	4.8	12.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,276)				
Students enrolled in high school credit courses (grades 7 & 8)	9.8%	Down from 12.4%	13.4%	14.6%
Retention rate	10.5%	Up from 7.6%	3.8%	3.0%
Attendance rate	95.0%	Up from 94.8%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%		6.5%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.1%		5.5%	5.3%
Eligible for gifted and talented	9.7%	Down from 10.1%	14.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	17.8%	Up from 17.5%	14.4%	13.9%
Older than usual for grade	9.0%	Down from 9.7%	4.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.4%	Up from 1.7%	0.9%	0.9%
Annual dropout rate	0.1%	Down from 0.4%	0.0%	0.0%

Teachers (n= 75)				
Teachers with advanced degrees	62.7%	Up from 57.0%	44.6%	48.7%
Continuing contract teachers	82.7%	Up from 73.4%	83.0%	81.7%
Highly qualified teachers**	91.8%	N/A	92.9%	90.4%
Teachers with emergency or provisional certificates	1.4%		5.0%	5.3%
Teachers returning from previous year	81.2%	Down from 82.2%	84.0%	85.1%
Teacher attendance rate	92.8%	Down from 95.2%	94.9%	94.8%
Average teacher salary	\$41,115	Up 2.6%	\$39,480	\$40,566
Prof. development days/teacher	10.6 days	Up from 9.8 days	10.9 days	11.0 days

School				
Principal's years at school	4.0	Up from 3.0	4.0	3.3
Student-teacher ratio in core subjects	24.6 to 1	Up from 22.1 to 1	20.1 to 1	21.3 to 1
Prime instructional time	86.9%	Down from 89.2%	88.9%	89.3%
Dollars spent per pupil*	\$5,244	Down 8.8%	\$5,589	\$5,821
Percent of expenditures for teacher salaries*	61.0%	Down from 62.0%	61.7%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	93.6%	Down from 99.0%	94.2%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berkeley Middle School (BMS) is accredited by the Southern Association of Colleges and Schools. Our school continues to meet the goals of our five-year school renewal plan. These goals, a collaborative effort of all representatives of our School Improvement Council, assure that learning and improvement are continuous.

BMS is a Title 1 school that serves approximately 1,250 students. Our Title 1 funding provided tutorial assistance for students, professional development activities for teachers, and various parenting activities. These funds were used to purchase additional classroom resources to supplement our instructional program.

Our teachers show commitment to professional growth and development. Our students performed well academically and artistically. BMS had 18 students involved in the strings music program and 125 students in band. A jazz band was formed this year with sixth and seventh graders. Our school was represented in all county and all state chorus, strings, and band. Twelve students were identified as South Carolina Junior Scholars and 64 were identified as possible Duke TIP Scholars. Academic teams participated in the Charleston Math and Science Challenge Bowl, QUEST, and Math Counts. Twelve sixth graders participated in speech night. BMS students participated in 20 service learning school-wide activities. The Technology Club participated in two Lego Robotics competitions and a bridge building competition at the Citadel. Fifty-seven percent of our certified staff have their Master's degree or above.

Additionally, Spanish and French are offered to students during exploratory classes. Our teachers taught an academic assistance class for eighteen weeks due to a reduction in teacher allocations for our school. Public speaking, critical thinking skills, and History In Your Own Backyard are examples of some of the academic enrichment classes that were offered this year. After school tutorial assistance is available through the county Communities in Schools Grant, A-Star, and Homework Help. Our school hosted three AmeriCorps/NCCC volunteer teams. BMS continues to support our High Performance Partnership with Santee Cooper. Our school is an America's School of Promise site.

However, no school is as good as it can be. BMS needs to address several areas of concern in mathematics, language arts, science, and social studies in order to improve opportunities for all students. The following programs are examples of some of the improvement strategies being implemented: Cunningham Reading Model; Six Plus One Writing Traits; STAR Math; STAR Reading; Accelerated Reader; Thinking Maps; Algebra 1; and Honors English. Students will be assessed with the Measures of Academic Progress (MAP). This instrument will provide core curricular teachers with diagnostic information to enhance instruction. We move forward with the shared vision that Berkeley Middle School is a community of learners.

Dr. Susan G. Gehlmann, Principal

Mrs. Terri T. Smith, Chair of the School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	78	366	175
Percent satisfied with learning environment	75.3%	58.5%	60.0%
Percent satisfied with social and physical environment	62.3%	60.7%	52.6%
Percent satisfied with home-school relations	40.5%	78.9%	51.7%

*Only students at the highest middle school grade level at this school and their parents were included.